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QUALITY INTEGRATED EDUCATION.

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PRESENTLY, TWO DISTINCT GROUPS ARE IN DISAGREEMENT ABOUT HOW TO OFFER THE BEST POSSIBLE EDUCATION TO NEGROES IN THE NORTH. SCHOOL AUTHORITIES CALL FOR MORE COMPENSATORY EDUCATION PROGRAMS IN NEGRO SCHOOLS BUT DO NOT ATTEMPT TO ALTER THE SCHOOLS SEGREGATED STRUCTURE, WHILE CIVIL RIGHTS LEADERS, REPRESENTING ANOTHER VIEW, DEMAND AN END TO SEGREGATED SCHOOLS WITHOUT REGARD FOR WHAT HAPPENS TO THE CHILD IN THE SCHOOL AFTER DESEGREGATION. RECENT EXPERIENCES, HOWEVER, SHOW THAT SCHOOL DESEGREGATION ALONE IS NOT AN ADEQUATE APPROACH TO EQUALITY BECAUSE IT DOES NOT SOLVE THE PROBLEMS OF THE LOWER ACADEMIC ACHIEVEMENT OF NEGROES IN RECENTLY DESEGREGATED SCHOOLS. CLASSES IN THESE SCHOOLS REMAIN SEGREGATED BECAUSE OF ABILITY GROUPING, AND TRUE EQUALITY IS THWARTED IN ANOTHER WAY BY THE MIDDLE CLASS BIAS OF MUCH INSTRUCTIONAL MATERIAL. IN ADDITION, MANY TEACHERS ARE INADEQUATELY PREPARED TO COPE WITH THE PROBLEMS THAT ARE THE PRODUCTS OF DESEGREGATION. THE AUTHOR FELT THAT TO OFFER THE NEGRO EQUAL EDUCATIONAL OPPORTUNITY, DESEGREGATION AND COMPENSATORY EFFORTS MUST BE CARRIED ON SIMULTANEOUSLY. THEN THERE WILL BE INTEGRATED SCHOOLS FUNCTIONING ON A HIGH LEVEL OF EQUALITY. THIS ARTICLE WAS PUBLISHED IN "IRCD BULLETIN," SEPTEMBER 1965. (JL)

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QUALITY INTEGRATED EDUCATION

In a few communities in the North, the modifier "Quality" has recently been added to the "Integrated Education" demand of the civil rights movement. It reflects growing recognition that problems once thought specific to segregated minority-group schools, mainly Negro, tend to persist even after desegregation has been achieved. They are problems to which both our profession and the civil rights movement have given distorted emphasis.

Prior to the 1961 decision of the U.S. District Court in the New Rochelle Case, public school authorities in most Northern cities apparently assumed that the U.S. Supreme Court's ruling seven years earlier had little or no implications for the so-called de facto segregation in their systems. Although often contrived, such segregation was interpreted as a "natural" concomitant of population trends. The fact that the separate Negro schools were almost universally inferior to their white counterparts seemed also to be accepted as "natural", since it was quite consistent with the dominant ethnic values of the community.

When following "New Rochelle," the Northern civil rights movement began to develop militant and sustained struggles against school segregation, an interesting dichotomy of emphasis emerged. Public school authorities proposed improvement of the segregated schools, whereas civil rights leaders demanded their elimination.

It probably was more than coincidental that professional concern over the "culturally deprived child" arose to prominence just when the movement for school integration was burgeoning. Indeed, the initial reaction of school authorities in several large systems was to offer all kinds of immediate school improvements - in physical facilities, professional staff and extra "compensatory programs" - in lieu of desegregation. One was reminded of the last-minute efforts of many Southern systems to forestall the 1954 Supreme Court decision through unprecedented steps toward "equality" for the Negro separate school.

In any case, the development of special educational programs for socially disadvantaged children has recently become a major preocupation of many Northern school systems, and almost all of these new programs are in segregated Negro schools. But desegregation of the schools proceeds only haltingly, and its pace generally varies directly with the strength and militancy of the civil rights movement.

Skeptical of Compensatory Education

Civil rights leaders tended initially to look with suspicion upon the new programs of compensatory education. They feared, not without warrant, that such programs represented the Northern version of "separate but equal," the futility of which was too well known. This skepticism continues to persist in civil rights circles, along with the apparent assumption that desegregation will bring about equality.

Thus, although the lines are not neatly drawn, two fairly separate and distinct "camps" now contend in public education for Negroes in the North. School authorities,

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RACIAL DESEGREGATION AND INTEGRATION IN OUR SCHOOLS

In our lead article Dr. Doxey A. Wilkerson, Associate

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achievement of racial integration in all of these schools. There is probably even less consensus relative to how either of these goals should be achieved. In addition, there is concern on the parts of some leaders of the school desegregation-integration effort that emphasis given to the special needs and conditions of the previously segregated minority group children may tend to retard the desegregation process. Among persons raising such concern are also those who argue that the special needs or differences in these learners, as compared to majority group children, are mythical and the very concept that such differences exists, they argue, are due to racist attitudes which to some degree permeate much of our society. Unfortunately, social practice and available research findings provide us with equivocal answers to this latter issue, with few good models by which future desegregation efforts may be designed, and with little definitive knowledge by which planning for the achievement of integration may be guided.

Recognizing, however, that there are a number of communities which could benefit from the experiences of others, limited as that experience may be, the staff of the Information Retrieval Center on the Disadvantaged has prepared a section of the current bibliography with a view to identifying some reports and discussions of desegregation efforts. A second and briefer section of the current bibliography identifies articles which deal with legal decisions upon which school desegregation is based. The third and major section of the current bibliography has a broader focus and is directed to social planners as well as to research workers in their problem area. In this section we have brought together discussions of the problems, descriptive reports of special projects directed at primary or secondary aspects of desegregation or its impact, reports of attempts at evaluation of programs and

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"Desegregation of our schools can be achieved in a relatively short time once we decide to do it. Integration, on the other hand will take time because it involves changes in personal attitudes, the unlearning of deep-seated prejudices and the development of appreciation of and respect for individual worth and dignity."

James Allen, Annual letter to NYS teachers–1964

QUALITY INTEGRATED EDUCATION

together with many university professionals, are calling for more compensatory educational programs to improve the quality of Negro schools without changing the segregated structure whereas civil rights leaders are demanding an end to segregated schools with little regard for what happens afterward. Both camps avow equality of educational opportunity as their goal, but the one-sided approach of neither can suffice to attain it.

On the one hand, in a social structure which generally defines for Negroes a subordinate "place" in the community, school segregation - whether de facto or de jure - is hostile to the optimum development of Negro children. Racial discrimination and attendant white superiority attitudes are deeply enmeshed in our culture, and they are almost inevitably reinforced by separate Negro schools. Partly as a consequence, the expectations and performances of both professional staff and pupils in such schools tend toward levels corresponding to the inferior status of Negroes in the community. Besides, as much history attests, it is just too easy for administrative and supervisory officials to neglect the Negro separate school.

Negate Goals

Thus, those educators who now encourage the development of compensatory programs in segregated Negro schools, largely ignoring the need for desegregation, tend thereby to negate their asserted goals. This applies not only to most public school administrators, who are caught in the crossfire of community pressures, but also to many university professors, whose approach to the question is presumably more objective. The dictum of the Supreme Court that "separate educational facilities are inherently unequal" is profoundly true.

On the other hand, as recent experience demonstrates, merely to enroll white and Negro pupils in common schools by no means constitutes an adequate approach to equality. Many problems remain to be solved, only a few of which can here be cited.

First, the academic achievement of large numbers-not all-of the Negro children in recently desegregated schools is substantially below that of their fellow-pupils. Whether this discrepancy results from their depressed social-class backgrounds or from substandard programs in their formerly segregated schools, or both, the need for special remedial instruction to help overcome their handicaps is patent.

Second, current practices in ability-grouping often result in high-achieving classes which are all-white or nearly so, and low-achieving classes which are quite, or all-Negro. Such segregated classes in desegregated schools cannot but nourish racial prejudice among white children, and thwart wholesome ego development among Negro children. Considering the failure of many scores of investigations to confirm the assumed benefits of ability-grouping for learners of any race, a re-evaluation and revision of this practice has long been in order. Now, with the coming of school desegregation, it is especially urgent.

Third, as many studies have shown, a pervasive, white-middle-class bias is characteristic of the readers, textbooks, and other instructional materials used in our public schools. Such materials, always antithetical to education for democratic Society, are perhaps even more incongruous and harmful in desegregated schools.

Fourth, large numbers of both white and Negro teachers have been inadequately prepared-by their social experiences and their professional education-to cope effectively with the instructional problems associated with desegregation. Even teachers with democratic and highly professional purposes-which probably means most teachers-commonly lack the theoretical insights, social attitudes, and instructional skills which are essential for integrating social-class and ethnic diversity in the classroom. There is a general and pressing need for vital, large-scale programs of inservice education which are developed around the specific problems of teaching in desegregated schools.

Thus, those civil rights leaders who focus attention almost exclusively upon school desegregation, largely ignoring such problems and compensatory measures as are here cited, tend likewise to negate their asserted goal. Although the ideology of the civil rights movement makes a valid distinction between "desegregation" and "integration," the demands for which the movement really struggles tend toward a one-sided emphasis. Rarely do they include the measures necessary to transform the administrative arrangements of desegregation into the educational processes of integration.

The democratic goal for which both our profession and the civil rights movement should strive is equality of educational opportunity in integrated schools which function on a high level of quality. Its attainment, admittedly difficult, will require both desegregation and compensatory education, together. They may not properly be viewed as alternative; only their synthesis can suffice.

One should like to rely upon our profession for primary leadership toward this goal, but past performance and political realities caution against doing so. As in the initial-stage struggle for desegregation, the main thrust toward the next stage of true integration will probably have to come through pressure by the civil rights movement; and it is only now beginning to appreciate the urgency of both desegregation and compensatory education.

Thus, those few sectors of the civil rights movement which have already adopted the comprehensive demand of "Quality Integrated Education" are of special significance. They represent an emerging trend which one day must become dominant.

D.A.W.

RACIAL DESEGREGATION AND INTEGRATION IN OUR SCHOOLS

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a few studies related to pupil characteristics or pupil functioning.

The bibliography includes much of the more important work available on the subject of racial desegregation and integration in education in the U.S.A, Obviously this body of research and descriptive materials has many limitations. The limitations are particularly acute in view of the very complicated social and educational problems involved in the desegregation-integration process. There are, however, some leads for practice and further research which can be drawn from the data and experience accumulated. In the summary statement which follows, Dr. Irwin Katz, Director of the N.Y.U. Research Center for Human Relations, discusses the current status of desegregation research. Dr. Katz identifies some promising leads for action and important research needs.

"To change from a segregated to an integrated school requires a great deal more than simply changing policy or making a change in school assignments, or even certain changes in the composition of the classroom. It involves personal crises for many of the people caught up in it, and teachers themselves may be resistant to giving their full support, not because they are biased-although they may very well be. It may be they are resistant simply because they feel grossly incompetent to deal with a situation which they never had before, and for which they have had no training."

——Wilson Record, Portland State College, Department of Sociology, Portland, Oregon, from the Proceedings of the Research Conference School Desegregation, ..shiva Uni.–1965.